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2  
3 SUPPLEMENTAL ENVIRONMENTAL IMPACT  
4 STATEMENT(SEIS) TO EVALUATE THE POTENTIAL  
5 DESIGNATION OF ONE OR MORE DREDGED  
6 MATERIAL DISPOSAL SITE(S) IN EASTERN  
7 LONG ISLAND SOUND

8  
9 DECEMBER 9, 2014

10 3:08 P.M.

11  
12 FORT TRUMBULL  
13 90 WALBACH STREET  
14 NEW LONDON, CONNECTICUT  
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1 (The hearing commenced at 3:08 p.m.)

2 DR. HAY: Welcome to this public  
3 meeting. Thanks for coming out on this lovely balmy  
4 afternoon here. So before we start, a couple of  
5 housekeeping measures. We don't have a microphone so  
6 if you have difficulty hearing, please move to the  
7 front. There are lots of seats up in the front.

8 Secondly, the bathrooms are outside  
9 just outside the hallway. Not outside the building.  
10 The sign-in sheet, I hope everybody had a chance to  
11 sign in. Also, if you want to make a comment at the  
12 end of this presentation, please also sign in. There  
13 is a sign-in sheet there, although there will be an  
14 opportunity to ask questions that you may not  
15 anticipate at this point.

16 Finally, please turn off your  
17 cellphones or any other kind of audio devices so that  
18 we don't get interrupted or put them on vibrate. My  
19 name is Bernward Hay. I'm with The Louis Berger  
20 Group. We're under contract to the University of  
21 Connecticut, which is under contract with the  
22 Connecticut Department of Transportation, and we're  
23 working together for the DOT and the EPA for the  
24 evaluation of potential dredged material disposal sites  
25 in open waters in the Eastern Long Island Sound

1 region. So the EPA is the lead agency from the  
2 Federal side for this project.

3 Parallel to this meeting there was  
4 another meeting yesterday in Riverhead in New York,  
5 and today's meeting will focus on the findings of a  
6 physical oceanography study that was conducted for  
7 this Environmental Impact Statement. This will be  
8 presented by the University of Connecticut, Frank  
9 Bohlen and Grant McCardell, and it will be an  
10 informational meeting. So as a result, there won't be  
11 any specific comments or any specific comment period.

12 The meeting will be introduced by  
13 Ms. Jean Brochi. She's the project manager with EPA  
14 for the Ocean and Coastal Protection Unit, and she  
15 will provide a project status to see where we are in  
16 this process, and we have a 50-minute presentation by  
17 Frank and Grant, and after this the floor will be open  
18 for questions and comments.

19 The meeting will be recorded by a  
20 stenographer and also an audio recording device, and  
21 the transcript of the meeting will be made available  
22 to the public later on EPA's Web site. So with that,  
23 Jean?

24 MS. BROCHI: Thanks, Bernward. I  
25 probably need a mic. So of all of the speakers you

1 will hear today I am probably the one that needs a  
2 mic. So if I talk too fast or you can't hear me, just  
3 raise your hand. I will repeat or I will stop.

4 Again, I'm Jean Brochi from EPA  
5 Region One, and I just wanted to introduce a few folks  
6 that are in the room as well with me. They're members  
7 of our cooperative agency group, and it includes Brian  
8 Thompson, George Wisker from DEEP. Joe Salvatore from  
9 Connecticut DOT in the back. We've got Todd Randall  
10 from the Corps of Engineers, Mark Habel from the Corps  
11 of Engineers New England. We have New York DEC and  
12 DOS representatives as well as EPA Region Two folks  
13 that came to last night's meeting in Riverhead, New  
14 York.

15 So you're here, because you are  
16 interested in the Eastern Long Island Sound  
17 Supplemental Environmental Impact Statement, and,  
18 again, I'm representing EPA Region One. So Bernward  
19 already went through the agenda. We will have Frank  
20 Bohlen and Grant McCardell show results of a physical  
21 oceanographic study.

22 So if you haven't been to previous  
23 meetings, we had a few introductory meetings on this  
24 process, and this has been going on since 2012. This  
25 meeting is going to be a summary of some of our

1 responsibility and really just an update on the  
2 process, and then I'm going to give it to the  
3 University of Connecticut folks.

4                   So EPA and the Corps of Engineers  
5 share responsibility for dredged material. EPA  
6 through the Marine Protection Sanctuary, Research and  
7 Sanctuaries Act, Section 102, has the authority to  
8 designate dredged material disposal sites. The Corps  
9 has, under the Ocean Dumping Act, Section 404 has the  
10 authority to select disposal sites.

11                   There's a difference. The  
12 designation that EPA would use for dredged material  
13 sites is long term. We both manage and monitor sites.  
14 EPA, when we designate a site, we issue a site  
15 management monitoring plan, and that's also a shared  
16 responsibility that we partner with the Corps on.

17                   Now, for permits, as you know,  
18 that's directly to the Corps of Engineers, and EPA has  
19 authority for the testing, to review the testing and  
20 make determinations on suitability. So the history --  
21 a little history of the disposal sites.

22                   You know that in 2005 EPA entered  
23 into an Environmental Impact Statement and designated  
24 Western and Central Long Island Sound. This is a  
25 supplemental for the eastern part of The Sound only,

1 and the sites that are part of this effort include the  
2 Cornfield Shoals site and New London site, and both of  
3 those sites were selected by the Corps of Engineers.  
4 And the two sites, Cornfield and New London, expire  
5 December 2016, and here are the sites.

6                   So you have Central and Western and  
7 then the focus for Eastern, New London and Cornfield.  
8 So, again, EPA's role in dredging is to review the  
9 permits, designate disposal sites. We promulgate the  
10 regulations. We develop site management monitoring  
11 plans, and then we manage the sites with the Corps of  
12 Engineers. So the initial approach to this effort was  
13 to look at site screening, and we looked at five  
14 general criteria and 11 specifics, and all will lead  
15 to what we had done in the first EIS.

16                   These are site selection criteria  
17 that are in the Marine Protection, Research and  
18 Sanctuaries Act, and so what we cover for some of this  
19 information is biological resources. We will be  
20 looking at conflicting use. We will be looking at  
21 sediment environment as well as physical conditions,  
22 and one of the aspects that was so most interesting to  
23 EPA and what you will hear more about later on is the  
24 physical conditions and the sediment transport at  
25 sites such as New London and Cornfield where they are

1     so different in characteristics.

2                     So the initial screening process  
3     started with 11 sites, and of those sites they  
4     included some historic disposal sites and the active  
5     disposal sites. For the historic sites those were  
6     sites that we knew had some dredged material disposal  
7     at some point in time. Most of them were in the 40s,  
8     and that was what the Corps of Engineers gave us for  
9     their official record.

10                    So the 11 sites we initially  
11     screened, and they're listed on the bottom here.  
12     Active sites are included in that, and then from that  
13     group we narrowed it down to Cornfield Shoals disposal  
14     site, Six Mile Reef, Clinton Harbor, Orient Point,  
15     Niantic and New London, and those sites are still  
16     being evaluated.

17                    So for the physical oceanography  
18     study you can see -- in the yellow block you will see  
19     the names of some of the historic sites and then -- it  
20     would be great if this worked, but -- there we go.

21                    DR. BOHLEN: No, here.

22                    MS. BROCHI: Thank you.

23                    DR. BOHLEN: That's me. (referring to  
24     a laser pointer)

25                    MS. BROCHI: Listen. Don't take my



1 steam. You are coming up next. There we go. So the  
2 yellow is historic, and the bluish white are the  
3 active sites, and what you are looking at is the  
4 disposal sites in red, and then for the green are the  
5 buoys that were placed for this physical oceanographic  
6 study that was conducted by UConn, and these black  
7 lines right here, I think Frank will go into more  
8 detail, is the zone of siting feasibility, which was  
9 established for the Environmental Impact Statement.

10                   It's a busy slide so I will keep it  
11 up for a minute. So the process again, we started out  
12 the process October 16, 2012 with the Notice of  
13 Intent. Several folks had come to that meeting. We  
14 had an official comment period for that Notice of  
15 Intent, and since then we have had several public  
16 meetings as well as cooperating agency meetings.

17                   At one of the June meetings, it was  
18 June 25 and 26, a representative from Sarah Anker's  
19 office requested that we try to reach out and do some  
20 more education. So EPA Region One and Region Two  
21 hosted a webinar on dredging, dredged material,  
22 dredged material equipment, and that was April 3, and  
23 that was well attended. I'm not sure if some of you  
24 folks were in there. I haven't looked at the sign-in  
25 sheet.

1                   So if you are new to the process or  
2   you are interested and you haven't received  
3   notifications, please, again, you can e-mail me  
4   directly, I'm Jean Brochi, or you can e-mail the  
5   elis@epa.gov e-mail address, and we will add you to  
6   the distribution list, and we will also send out  
7   notifications whenever we're going to have a meeting,  
8   whenever we're going to post something on the EPA Web  
9   site.

10                   The EPA Web site address is right  
11   here, and the minutes from the meetings, the  
12   documents, the studies will all be uploaded onto that  
13   Web site. There are people writing. I'll just leave  
14   this on for a few minutes.

15                   Okay. So the next step draft,  
16   environmental, Supplemental Impact Statement, and  
17   rulemaking in the spring of 2015. We will at that  
18   point have additional public meetings for an official  
19   comment period on that document. And then if the SEIS  
20   recommends a designation of one more or sites, we will  
21   issue a final SEIS and rulemaking by December 2016.  
22   That's all I have. Thank you for coming and Frank is  
23   up next. I will give you back your laser.

24                   DR. BOHLEN: Good afternoon. I'm  
25   Frank Bohlen. I'm a physical oceanographer on the

1 staff at the University of Connecticut Department of  
2 Marine Sciences. Physical oceanographer. I ain't no  
3 biologist. That's what that means. The physics of  
4 the ocean. And I'm here to talk about the study of  
5 the physical oceanography of the zone of siting  
6 feasibility.

7                   It's important to realize what the  
8 talk is not. We're talking about the physical  
9 oceanography, circulation, currents, waves, and the  
10 factors that affect the movement of materials. You  
11 are going to hear a lot about boundary shear stress.  
12 We hear a lot about stress these days. This is  
13 boundary shear stress, the force that's going to be  
14 exerted on the bottom. And if the material fails, the  
15 material, because of that force loading, may be  
16 transported. So that's the physics of the process  
17 that we're going to be looking at.

18                   Physical oceanography of the zone of  
19 siting feasibility I just told you the why of it. The  
20 how of it. We just can't go out and measure  
21 everything we want to know about every point in the  
22 field. That's a fair amount of area. You saw it on  
23 the earlier slide. So the best way to do that is to  
24 build a numerical model of the system. And we're all  
25 very familiar with models. We wake up to the results

1 of models on your weather forecasts. We live with  
2 models, and they're modeling everything from your  
3 voting preferences to what you eat and what you don't  
4 eat sort of a thing.

5                   So you understand models at least in  
6 concept. The model is just that, one man's view of  
7 what the system is, how it functions, and that can be  
8 less than perfect. So what we try to do is, to the  
9 extent possible, to verify the results of the model,  
10 and to do that we take a series of measurements. Not  
11 as many as we might like to get, not as long as we  
12 like to get them. You talk to scientists. You guys  
13 are always cursing the scientists. They're saying,  
14 damn it, we always want more data.

15                   But we get a fairly representative  
16 set of data and use it to calibrate a model. That  
17 will give us information on a much smaller, spatial  
18 scale, time temporal scale, than we could ever hope to  
19 do by taking direct measurements. That's the model.

20                   We will talk to you a little bit  
21 about how we go about evaluating, the instruments that  
22 we're going to be using, and then what the results  
23 look like, what the model tells us about the currents  
24 that may affect the dispersion of materials that are  
25 in the water column either resuspended from the bottom

1 or entrained when you dispose of a couple of cubic  
2 yards of material in a dump, okay?

3 And then the boundary shear stress.  
4 If the stuff gets to the bottom and sits there under  
5 normal circumstances, under what condition might that  
6 stuff start to move around, okay? And then we will  
7 summarize the results.

8 Let's start out with a little bit of  
9 the physical oceanography. I told the gang yesterday  
10 that it's only right that we start with the physics of  
11 the system, because physics is, after all, the queen  
12 of the sciences, and everything else is simply  
13 handmaiden to the queen, okay? So physical  
14 oceanography, the science that explains the paths of  
15 ocean circulation, distribution of a property, blah,  
16 blah, blah. You can read it.

17 But of particular importance within  
18 this study are the factors governing boundary shear  
19 stress. Boundary shear stress. If we had a better  
20 rug, we could get the rug moving, okay? The force  
21 that's exerted, a horizontal force that's exerted on  
22 the bottom because of a gradient in the velocity as we  
23 approach the bottom. We have some wind movement over  
24 this floor here. If you can believe it's moving here  
25 pretty uninterrupted, and as it gets closer down to

1 the floor, the flow is more and more influenced by the  
2 floor.

3                   So there is some frictional drag on  
4 the velocity as it gets down to the bottom. That  
5 gradient and velocity from the free stream value to  
6 the boundary value produces a force on the bottom,  
7 horizontal force, a force per unit area, and the units  
8 we're going to be talking about are pascals. You can  
9 go out and look it up, pascals. You are familiar with  
10 pounds per square inch. You may have heard of Dynes  
11 in your physics class way back when. This is just  
12 another version of that force. And then we have a  
13 force per unit area, a shear, a horizontal force.

14                   You hear of pounds per square inch,  
15 and a millibar, as a vertical force through the  
16 atmospheric pressure. This is just a horizontal  
17 version of that same sort of thing. By the way, we  
18 speak our own language. We tend to speak our own  
19 language, and sometimes we take for granted that  
20 everybody knows what that word means.

21                   But on occasion we find -- on more  
22 than one occasion we find that's not so. Don't be  
23 afraid to say wait a minute. There are no silly  
24 questions. So don't be afraid to say wait, wait,  
25 wait, wait, wait a minute on that for clarification.

1 For substantive response we have to wait till the end  
2 of it.

3                   So of particular importance within  
4 this study are the factors governing boundary shear  
5 stress, because it might affect the movement of  
6 sediment. This is a very simple picture (slide)  
7 that's not entirely appropriate, but it's one you  
8 often see in the textbooks when they talk about the  
9 forces acting on a sediment particle.

10                   Now, why isn't it entirely  
11 appropriate? Because they're showing you discrete  
12 particles sitting here. Here is a sand particles  
13 sitting in the presence of a number of other sand  
14 particles. A bunch of billiard balls laying on each  
15 other, marbles, right? Got Bee-Bees? Pick a size.  
16 Got it? Not entirely appropriate, because the  
17 sediments that we deal with tend to be in structure  
18 quite a bit more complicated.

19                   They're not simply one particle or  
20 another particle held together by gravity. They tend  
21 to be one particle, another particle quite small held  
22 together by lots of different gluing factors, gluing  
23 factors such as electrochemical binding. The magnetic  
24 attraction between the particles, or a biological  
25 film, mucilaginous matrix that's on the bottom. Kind

1 of gooey-looking stuff. You can see it. On shellfish  
2 it's not uncommon at all, okay?

3                   So what we tend to deal with is an  
4 assemblage of particles that we class as being  
5 cohesive. This sort of picture, simple picture you  
6 have back here really applies to the noncohesive class  
7 of sediments that you are all familiar with in terms  
8 of beach sand. That's a good example of noncohesive  
9 sediment. But it's okay when you start talking about  
10 drag on the bottom, and drag, of course, retards the  
11 flow, builds up that force that we were just talking  
12 about, the shear stress that particles can be moved.

13                   The bottom also influences the near  
14 bottom velocity in a variety of different ways. In  
15 this case they're showing you how a sand wave field,  
16 nice, rhythmic sand waves, you have seen them off the  
17 beach maybe when you're laying-floating, you're facing  
18 down in the water and you are sort of hanging there,  
19 you can see the waves coming and building little sand  
20 waves, ripples in the bottom.

21                   The velocity gets quite complicated  
22 over a structure like this, and you will see a number  
23 of instances in the study of the velocity field that  
24 we're looking at. We're interested in that, because  
25 that's what's going to affect the boundary shear



1 stress displays quite complex characteristics.

2                   The famous diagram, the Shields

3 diagram, the only reason I put this up here is to show

4 you that there is a class of sediments that is

5 cohesive, a class of sediments that is noncohesive,

6 and they're going to display different response

7 characteristics to a given velocity field,

8 and it's going to vary as a function of particle size.

9 The velocity of the shear stress is buried in this

10 parameter, okay?

11                   So you can see there's a difference

12 between cohesive and noncohesive. Maybe it's clearer

13 when you look at something like this in tabular form

14 where I'm only going to emphasize this -- what does

15 that say? I can't quite see it. Stress at the

16 initiation of motion. Stress at the initiation of

17 motion. The stress that it's going to take just to

18 get that particle to start rolling along.

19                   And you can see here this is in

20 pascals, as I said. That if you are dealing with

21 course sand, you may have a value of 0.48, and it's

22 interesting. It's counterintuitive that as the grain

23 size goes down so medium, fine, very fine, course

24 silt, medium silt, fine silt, and beyond that would be

25 clay, and you can see here in terms of grain size, the

1 diameter in millimeters, you are starting about a half  
2 millimeter.

3                   You ever calibrate the sand? You  
4 sit on a beach, you know, what you feel good about.  
5 There are people that do that. If you sit on a beach  
6 in England -- of course, if you are a Brit, you can  
7 sit on golf balls, and they figure that's a very nice  
8 afternoon on the beach, okay, the cobble, the typical  
9 British cobble beaches. But around over here if it  
10 gets too fine, you stand up and you sort of have all  
11 the sand stuck to your back. You don't like that  
12 either.

13                   So it's about quarter of a  
14 millimeter or a half millimeter sand. It's what you  
15 see on a lot of beaches, and there are a variety of  
16 sands when you go along Fisher Island Sound's coast  
17 beaches. You will see a variety of sand sizes.  
18 That's just to give you -- you've got to develop a  
19 feel for this stuff, okay? You got to -- it's  
20 cohesive like bring it in here and slop it on the  
21 table.

22                   Counterintuitive, he says. What's  
23 that mean? Most folks tend to think of transport in  
24 terms of grain sizes simply. So they have this idea  
25 that since it's more difficult for me to blow sand off

1 the table than it is to blow flour off the table,  
2 right? Can't you see it? Flour, okay? Makes a hell  
3 of a mess. That if we have fine grained sediment,  
4 that stuff must move more easily than if we have  
5 coarse grain sediment, not true, and it's not true for  
6 a variety of reasons.

7 But to begin with, and the simplest  
8 one for you to understand is, wet that flour. On your  
9 countertop make a mess for mom. Wet the flour. You  
10 got a nice gooey mass of stuff. You got to wash it  
11 off your hands, okay? When that stuff gets wet, it's  
12 cohesive, extremely cohesive. And when I go (blow  
13 sounds), I get it on the floor before I get that stuff  
14 to move, okay.

15 So that's what they're trying to get  
16 through to you is that the simple relationships  
17 between grain size and transportability you got to  
18 revise -- a lot of people have to revise their  
19 thinking, okay?

20 Now, out of this the only reason we  
21 put a red box around this we sort of picked a range in  
22 the three quarters of a Pascal, you will see more of  
23 this later, as the level that we're looking at is sort  
24 of the critical level. The material we're playing  
25 with, there's some field data to back that up. But I

1 want to show you this again to reinforce this  
2 cohesive/noncohesive component when you begin to think  
3 about how these mounds of sediments are affected by a  
4 flow.

5                   Okay. Here we are. The objective  
6 of the physical oceanography study is to take a look  
7 at the distribution of maximum bottom shear stress  
8 through the zone of siting feasibility. It runs from  
9 Guilford to Mattatuck, western boundary, Montauk to  
10 Block, Block to Point Judith, pretty good patch of  
11 water, and, you know it to be, I know most of you that  
12 are out there, a moderately dynamic patch of water.

13                   I'll show you some depths in a  
14 couple minutes. These are the stations that are being  
15 looked at, okay? You just heard about them, and there  
16 is a variety of them sitting up here. There are only  
17 two active, the Cornfield and the Fishers Island, the  
18 Eastern Long Island Sound, sorry, New London site and  
19 Cornfield.

20                   There are a number of historic  
21 sites, and there are 3 or 4 -- I think there are the  
22 1, 2, 3, 4 new sites that are on there I picked out,  
23 okay? To characterize the circulation, that's the  
24 water column characteristics, we're looking at how the  
25 water column moves, and acquire enough physical

1 oceanography data to support the verification of this  
2 numerical model that we're going to be using really to  
3 look at transport characteristics in detail, the study  
4 will.

5                   That's a mess (referring to a  
6 slide). The only reason I show you, Long Island  
7 Sound, these are the old DEP stations over the years  
8 since the early '90s, and I wanted to point out M3.  
9 It's important down here. You can't read M3, but it's  
10 in The Race just off Fishers Island, because -- in a  
11 minute it will show up.

12                   You recognize that there are a  
13 number of factors that govern circulation in Long  
14 Island Sound. Most of us think of the tides. Comes  
15 to no surprise there, right? Take a look out the  
16 window, and you got a fair idea of tides going. You  
17 go for a sail, and you are influenced by the tides.  
18 Your front yard is influenced by the tide today if you  
19 took a look there, okay?

20                   But there is also the matter of  
21 fresh water inflows. Fresh water inflow show this  
22 regular seasonal variability with a peak discharge  
23 value typically in April/May. So we can expect to see  
24 some amount of seasonality in fresh water inflow. The  
25 fresh water inflow in combination with the temperature

1 can affect water column densities, and the water  
2 column density, just like the atmospheric the air  
3 density that influence high and low pressures and  
4 influence winds, will influence circulation in the  
5 waters.

6                               So now you have tides coming and  
7 going, yin and yang, and you have possibly some  
8 density-driven components as well associated with  
9 temperature and salinity. It shows the seasonality.  
10 The seasonality result looks something like this.  
11 These are three profiles along the axis of The Sound.  
12 Here is M3 sitting down in here, okay? You start down  
13 at the end at Throgs Neck, more or less, and you can  
14 see, if we look at April, August and December, that  
15 there is, in terms of water temperature, some evident  
16 differences in the vertical structure.

17                              You see much more stratification in  
18 the summer. Surface waters are warmer. Bottom waters  
19 are significantly cooler. That makes for some  
20 differences in terms of vertical exchange, and you  
21 have heard about it in terms of hypoxia and the like,  
22 but you can also believe that the seasonality that you  
23 are looking at here from April, August and December,  
24 the differences in temperature -- go out there right  
25 now, the water temperatures are less than they were in

1 the summer. Go out there yesterday, they were less  
2 than they were last weekend sort of thing. It's  
3 cooling down. It might influence the density.

4 We go along and take a look at  
5 salinity, it's a little more subtle. But, again, you  
6 are going to see this is higher salinity waters, okay,  
7 the shelf waters, and you are going to see some  
8 differences in the extent of intrusion when it starts  
9 coming in.

10 This guy is April. We got a lot of  
11 fresh water coming out so The Sound, greater body of  
12 The Sound is somewhat fresher. You come into the  
13 summertime, and this guy in here, this will vary not  
14 only seasonally but year to year depending on what the  
15 wind condition looks like.

16 Just real quick. You know this.  
17 This is on our Web site (referring to a series of  
18 slides). You can take a look at this. If you want to  
19 play with it, you can just run the cursor. But I only  
20 show you this to impress you with the fact that there  
21 is a significant spatial variability in the velocity  
22 field in Long Island Sound, and, again, most of you  
23 know it.

24 You don't see much in the way of  
25 currents in the western Sound. You see a fair amount

1 of currents in the eastern Sound. The Race area is  
2 moderately energetic, okay? That guy's on the ebb.  
3 It's decided not to like us (slide show malfunction).  
4 I don't know. Well, if it was working, we turn it  
5 around and show it going the other way, okay, and you  
6 are going to see a significant amount of spatial  
7 variation in it, and it will -- if it doesn't -- there  
8 you go, okay? You can plug that in and play with it,  
9 get an idea that there is a significant spatial  
10 component to the tide. There is a significant time  
11 component to the tide, okay?

12 Now, just to impress you with all of  
13 that, can we impress you with the technology that's  
14 possible today or not. Can we shut it down? (set to  
15 run a video showing surface salinity distributions  
16 from a computer model)

17 (Whereupon, there was a discussion  
18 off the record.)

19 DR. BOHLEN: It's nothing you don't  
20 know. That's the other thing that's sort of  
21 frightening about school and education, right? If you  
22 just stop for a minute and think about it, you heard  
23 it in kindergarten or somewhere. You just sort of  
24 brighten this up.

25 So what I'm telling you about



1     circulation in Long Island Sound in general  
2     characteristics you probably know pretty well.  Speak.

3                     MR. ALLYN:  You don't have --

4                     COURT REPORTER:  Sir, what's your  
5     name?

6                     MR. ALLYN:  Lou Allyn.  Do you have  
7     a slide that in the future maybe you can talk about  
8     how many people you have working on this project with  
9     you, what the organization of the staff is?

10                    DR. BOHLEN:  Yeah.  Jim O'Donnell is  
11     the principal investigator, he's not here today,  
12     myself, Grant, we have another post-Doctoral  
13     investigator, and we have two technicians who are on  
14     the project.

15                    Video beings to run

16                    This is a model run if you look up  
17     in the top, it says 10/21, and it's just real quick  
18     running through a tidal cycle and higher salinity  
19     water out here, okay?  Lower salinity water back in  
20     here.  Outflow of the Connecticut River, okay.

21                    And if you keep running this, and we  
22     could run this, but we don't have enough time to run  
23     it -- I saw they gave us a deadline of time -- you  
24     could run this right on through Sandy, which was  
25     10/29.  This is 2012, okay, and beyond, because the

1 Sandy effects in the system, you pulse it, and then  
2 the system responds over the course of four or five  
3 days.

4                   So the storm occurred on the 29th,  
5 and you might look to see what was going on on the  
6 31st or so. But just to give you an idea -- and,  
7 again, some of you have seen this, the plume coming  
8 out on the ebb, casting waters that come down.  
9 Sometimes when there is a larger discharge, you will  
10 see the discharge right into the, down into The Race  
11 and into Plum Gut.

12                   But you will generally always see a  
13 nice frontal zone in the vicinity of the Connecticut  
14 River. You may not see as much as in the case of the  
15 Thames. But if we ran this a little bit longer, we  
16 get a good rainfall after Sandy. You will see this  
17 guy coming out and getting very close over to Fishers.

18                   So we're dealing with a spatially  
19 and temporally variant system, and the problem -- the  
20 question, the project goal is to assess what that  
21 means in terms of circulation and boundary shear  
22 stress, okay? Let's go back to the slides.

23                   Well, you saw it. Again, this is  
24 just sort of a summary slide. We're really ahead of  
25 ourselves here. We are showing you some model results

1 in the blue, but the red or green observations are a  
2 couple places in the study area, and you have to look  
3 at this carefully to realize there's a difference in  
4 scale here, but you are seeing waves down in this area  
5 that might have a significant wave height of about one  
6 and a half meters, 1.4 meters.

7                   We get further in, Six Mile Reef  
8 down in here, you will see waves that very seldom get  
9 over about one meter or so. This down in here is just  
10 about a meter. So there is some spatial variation as  
11 you would suspect, okay? An area a little more  
12 sheltered, an area a little more prone to the wind  
13 effect, because the water depth and the like there and  
14 some other spatial variations. We will see more of  
15 this when we get into the results of the model, okay?

16                   So just the background of the  
17 physical oceanography of Eastern Long Island Sound,  
18 which I hope just reinforces what you already know.  
19 Next one (slide). So Grant will tell us a little bit  
20 about the model.

21                   DR. MCCARDELL: So what we want to  
22 use the model for, as Frank was just telling us, is to  
23 be able to sort of fill in all the gaps for what we  
24 cannot measure both in space and in time. We can go  
25 out there. We can put something on the bottom. We

1 can deploy it till the batteries run out. We can get  
2 a month or even 60 days worth of data, and we can do  
3 that at one location with a broad-reaching study like  
4 this. We can even do it at seven locations, but we  
5 can't do it everywhere, and we can't do it through all  
6 time.

7                   So what we want to do is we want to  
8 answer the question of what's the spatial distribution  
9 of stress throughout this entire study area. So how  
10 do we do that? We are going to run this model, and  
11 we're going to be able to then answer the questions  
12 about where the regions are where the stresses are the  
13 largest and the stresses are the smallest, and then  
14 the other question that we will be able to answer at  
15 some point is where does the material in the water go.  
16 If it does get eroded, where will it go?

17                   And to do this we're using a model  
18 called FV-COM, which is the Finite Volume Community  
19 Ocean Model. It's been developed by UMass up in New  
20 Bedford and we're nesting it -- this is our model  
21 domain here extending out onto the shelf. At the  
22 shelf boundary here we are driving it using this  
23 larger model, which covers the entire northwest  
24 Atlantic.

25                   Our model is forced by tides along

1    this outer boundary. The water goes up and down,  
2    which forces the water in and out in an appropriate  
3    manner. We're forcing it with observed river flow,  
4    these green arrows, and we're getting that from USGS  
5    gauge data. So for any given day we're replicating  
6    what was the actual river flow in the Connecticut  
7    River at that day.

8                           In terms of the warming and the  
9    cooling for the heat, we're using climatology, and by  
10   the word "climatology" here what I'm talking about is  
11   "what are typical conditions at a given date and  
12   location." In other words, the climatology for Fort  
13   Trumbull here for today is probably that it's 35  
14   degrees and overcast, and temperature, yeah, we're  
15   pretty close to climatology today. In terms of  
16   precipitation we're probably not very close to  
17   climatology.

18                          Think of climatology as sort of like  
19   the Farmer's Almanac of what are the typical  
20   conditions for a typical location for a particular  
21   week or month, and so that's what we use for the  
22   surface heat exchange. So we're not modeling  
23   individual years for the surface heat exchange, and  
24   we're also not modeling individual years for how we  
25   start this up, but we do run it for long enough that

1 we then are able to model individual years. Next  
2 slide.

3                   So how does this whole thing work?  
4 Well, this works on an unstructured grid. It's finite  
5 volume. I'll show you what that means in a minute.  
6 It's a primitive equations model. What that means is  
7 it works according to first principles. It works  
8 according to Newton's laws by  $F$  equals  $MA$ . So it  
9 starts from the very, very basics, and it solves the  
10 equations that were derived from Newton's laws by  
11 Navier and Stokes in the early Nineteenth Century, and  
12 they derived these equations, but they were unable to  
13 solve them.

14                   But fortunately we can approximate  
15 numerical solutions to these equations with computers.  
16 And so what we get from the model is we get the water  
17 velocity; get the sea surface height; get temperature  
18 and salinity, and then the model iterates itself. It  
19 says "okay, here I am. What's going to happen next?"  
20 and the model runs on a time step of 6 seconds.

21                   So every 6 seconds of real world  
22 time we do this calculation, and then what we're  
23 interested in getting out of the model for this study  
24 is the stress. That's tau, the Greek letter tau we  
25 use to represent the stress, and that's the product of

1 the water density times rho. (That's the thing that  
2 looks like a P) there times this C sub D, which is the  
3 drag coefficient -- Frank will talk to you a little  
4 bit about that afterwards -- times the square of the  
5 water velocity. U is the east-west velocity. V is  
6 the north-south velocity.

7                   You can think of it (pointing to  
8 u-squared plus v-squared) as just the square of the  
9 magnitude of the velocity, and it's important to  
10 realize that it's the square of the velocity. What  
11 that means is that a small change in the water  
12 velocity will equal a bigger change in stress. If I  
13 double the water velocity, I will quadruple the  
14 stress, and this is the way the model calculates  
15 stress, and this is also the way, as you will see,  
16 that we have determined to be one of the more robust  
17 methods to calculate stress out in the field as well.  
18 Next slide.

19                   So here is our entire model domain  
20 again, and like I say it runs on these little  
21 triangles. So for every single one of these little  
22 triangles we're solving the full equations of motion,  
23 and our model domain right now has about 30,000  
24 triangles, and it does this at 15 different depths.  
25 So we're modeling about a half a million discrete

1   finite volume fluid elements, and we're solving these  
2   equations at a real world time of every 6 seconds  
3   across this domain.

4                   So needless to say 10 or 20 years  
5   ago we couldn't do this. You need state-of-the-art  
6   computing equipment to be able to run this sort of  
7   model. Now our study area here is this red box. Next  
8   slide.

9                   And you can see the little triangles  
10   here, and so here is The Race. There is the  
11   Connecticut River, Niantic, I'm sorry, Niantic Bay,  
12   the Thames, Connecticut River over here, and these  
13   little triangles are what the model is running on. So  
14   the resolution of our model is those little triangles.

15                  And it's important to note that this  
16   is the resolution of our grid; it's about 100 to 500  
17   meters, which is about a quarter of a mile so we're  
18   resolving down to a quarter mile. So we're resolving  
19   the individual dump sites, but we're not resolving  
20   whether or not we cut off a little corner of one of  
21   the dump sites or whether we move the border of one of  
22   the dump sites by 100 feet. Next slide.

23                  So how well does this model do this?  
24   Well, this is sea level that's coming from the model  
25   (being forced at the boundary like I said) compared to



1 data at the Bridgeport gauge, and it's doing pretty  
2 well. The model is in blue. The data is in black,  
3 and it also does very well for temperature and  
4 salinity as well, and this is throughout the entire  
5 domain.

6                   And we determine something called a  
7 Skill is, and what the Skill is, is what's the error  
8 in the model from 100 percent. So if the model was  
9 perfect, it would have a Skill of 100 percent. A  
10 Skill of 90 percent means that the model is staying  
11 within about 90 percent of the data. In other words,  
12 there is about a 10 percent error in the model.  
13 That's about a 10 percent error in velocity as well.

14                   So if I square that 90 percent  
15 Skill, because the velocity is square, I come up with  
16 a Skill for the stress of about 80 percent. So, in  
17 other words, these stress values you probably can take  
18 as being plus or minus 20 percent, and spatially it's  
19 probably even better than that.

20                   So our model is working very well in  
21 the world of physical oceanography and ocean models --  
22 and atmospheric models, for that matter. I should add  
23 that atmospheric models work on this exact same set of  
24 equations. They model fluid flow whether it be air or  
25 water. And in terms of model skills our model is

1   doing very, very well.  These are very, very good  
2   numbers.  Next.  And how good is the stress and what's  
3   the stress?  Well, that's why we had the field  
4   program.

5                   DR. BOHLEN:  So we're going to go  
6   out and gather up some data to verify all of that and,  
7   again, within the zone of site feasibility, and we  
8   selected seven sites, and it says deployed instruments  
9   on 7 bottom tripods on two, sorry, three two-month  
10  observation campaigns, you will see the three  
11  campaigns, to observe spring, fall and winter  
12  conditions at locations having different stresses.

13                   How did you pick out these seven  
14  sites?  They're not coincident with any of those boxes  
15  you saw before.  They're close on some cases, but that  
16  wasn't the issue.  We have run stress models before in  
17  this area, and we were looking to get data at a  
18  variety of locations that would give us a variety of  
19  conditions.

20                   So don't put all your instruments  
21  within a quarter mile of each other.  Pick out a  
22  number of locations that are going to give you a range  
23  of answers.  So what you have the seven sites here  
24  going from roughly Six Mile or so down in here out  
25  close to Block.

1                   We conducted three campaigns -- you  
2 will see it in a minute -- three campaigns, and during  
3 each of those campaigns there was also a survey,  
4 shipboard surveys. We went out to service the array  
5 so we did measurements along the transects. So there  
6 is a variety of data gathered up during these  
7 campaigns, six cruises with water column measurements  
8 at the seven tripod locations plus four additional  
9 stations in between, okay? Next.

10                   Here are the campaign periods we  
11 had, spring, summer and winter. Conditions you are  
12 familiar with, the seasonality. You saw at least in  
13 stream flow, that there was a clear seasonality. You  
14 saw, I hope, in the temperature and salinity that  
15 there was something of seasonality, and you can  
16 probably believe that if we looked at the wind field,  
17 there is something of seasonality in the wind field.

18                   We generally believe that the  
19 highest winds are during the transition periods in the  
20 spring and in the winter, sorry, spring and in the  
21 fall, okay? And so we have a spring campaign that's  
22 March to May, 66-day -- all around 60-day campaigns.  
23 When we had high river flow, you saw that April  
24 typically, generally high winds. Summer, low  
25 everything. Sailors know that all too well, right?

1 And then winter was November through January where we  
2 had low river flow and a fairly energetic wind field,  
3 okay?

4                   So we put out these arrays. This is  
5 a triangular array (referring to slide). We can get  
6 an idea of what it looks like here, stands about 6  
7 feet or so tall, okay, and it has a variety of  
8 instruments, and I can spend all afternoon talking  
9 about the instruments to you. So if there are  
10 questions, we can do this later.

11                   But to begin with you had an  
12 acoustic Doppler current profiler. You are going to  
13 hear a lot about ADCPs if you start playing with  
14 oceanography these days. That's how we measure  
15 currents these days. In the old days you put out a  
16 current meter at a discrete point, maybe a number of  
17 them over the vertical. So you had this array of  
18 instruments sitting over the vertical.

19                   Now we have a single instrument at  
20 the bottom that can project an acoustic beam through  
21 the water column. And if we segment up the  
22 reflection, if you will, of that acoustic beam back to  
23 the sensor package, I can tell you what the currents  
24 look like at layers through the water column. In this  
25 case this is an RDI acoustic Doppler current profiler,

1 and it's looking up, and it's giving us one meter  
2 slices through the water column to the surface through  
3 the bottom, okay?

4                   We have another instrument sitting  
5 on here. This is a Nortek acoustic Doppler current  
6 profiler, same ADCP but very different instrument.  
7 This is what they call a pulse coherent instrument,  
8 which allows you to make very fine measurements. This  
9 thing is mounted about three-quarters of a meter above  
10 the bed, and it's measuring currents every centimeter  
11 down to the bed. So we're really slicing up that  
12 portion of the boundary layer that's coming down right  
13 onto the bed that I told you was important in terms of  
14 boundary shear stress.

15                   Now, that current is very, very --  
16 as it gets down at the bottom is very important.  
17 We're measuring it. We can measure it. We can take a  
18 look at it. We can also see that Grant, in his model,  
19 the values for the velocity in that profile.

20                   There is also a temperature salinity  
21 sensor over here, that's what the SBE is, and then  
22 there are two optical sensors here looking at  
23 suspended material concentrations. These are optical  
24 back scattering probes, OBS, that measure the  
25 concentration of suspended materials at a couple of points

1 over the vertical. The rest of it has to do with the  
2 recovery.

3                   So we get water column currents and  
4 waves from the ADCP, RDI. We get currents and stress  
5 at the bottom. That's the Nortek. We get suspended  
6 material concentrations. We get temperature and  
7 salinity. We put this thing out for 66 days. It  
8 samples once every 15 minutes and it bursts samples.  
9 That means that it runs for a period of time every 15  
10 minutes. Sample rates are typically on the order of  
11 one sample a second, maybe two to four samples a  
12 second, depending on the instrument, for minutes,  
13 every 15 minutes. You can imagine you are bringing  
14 back a fair block of data.

15                   The shipboard surveys made use of  
16 this guy. This is a profiling conductivity  
17 temperature depth sensor right here, CTD. It also has  
18 a series of bottles on it. So as I send this down to  
19 measure temperature salinity over the vertical, I can  
20 draw water samples. You can bring the water samples  
21 back and use them to calibrate the other instruments.

22                   I actually have a sample of water  
23 now with some amount of suspended material in it. I  
24 can filter it down, and I can see what the OBS is  
25 telling me and where it's right or wrong. The optical

1 back scattering probes, okay?

2                   At each of the stations where we  
3 stop to use the CTD we got water samples, but we also  
4 got sediment samples, grabs, bring them back and take  
5 a look at what the sediments are at those stations.  
6 There are much, much more extensive sediment maps out  
7 there. These are supplementary measurements to the  
8 sediment maps.

9                   The U.S. Geological Survey has done  
10 an extensive high-resolution survey of sediments in  
11 this area. We know the sediments in Eastern Long  
12 Island Sound very well, okay? (next slide) This is  
13 the data recovery for temperature and salinity. That  
14 was that CTD probe that was on the frame, currents and  
15 suspended sediments, that's Nortek and the OBS, and  
16 this is waves. That's the RDI. And we start off with  
17 different campaigns. These are coming down running  
18 through this.

19                   To make a long story short the data  
20 recovery was something in excess of 50 percent  
21 depending on what you happen to look at, and in some  
22 areas, sometimes it was 100 percent. But in some  
23 times this guy gave us 66 days, and we were out there  
24 for 66 days so it worked all the time, but this guy  
25 gave us nothing. That was courtesy of the

1 manufacturer.

2                   This was an instrument that was sent  
3 back to the manufacturer for refurbishment before  
4 being put out, and they put the wrong firmware in it.  
5 It came back brand new, well paid for, no work, okay?  
6 You will also notice this 6A/B here. That we get out  
7 here campaign one, the Nortek, 25 of the 66 days, here  
8 28 of the 66 days.

9                   There were two things going on here,  
10 the main one being that the frame got tipped over. It  
11 got tipped over one and a half times, and then we were  
12 smart enough to move it after that. We generally try  
13 to pass the word out among the fishermen so that they  
14 know where the gear is, and it's been a very  
15 successful approach over the years, but somehow this  
16 guy managed to get bumped.

17                   The other thing it was that in the  
18 first campaign you see this all 25 of 66. This was a  
19 learning curve on the batteries and what the batteries  
20 could do, and we expected them to last for the 60  
21 days. They didn't last for the 30 days. That's why  
22 you got 25 days of recovery.

23                   But overall if you look through  
24 this, the data return is very, very good and certainly  
25 provides us with more than enough data remembering how



1 we're bursting and frequency that we're sampling  
2 during the burst to calibrate the model. Let's take a  
3 look at some of the results. This is the RDI ADCP  
4 mean velocity. You are going back, You are going  
5 forth, you are going back, You are going forth, you  
6 are going back, You are going forth, and every little  
7 bit you get a little bit further along.

8                   There is a mean in the velocity  
9 field. It ain't just sloshing back and forth. Some  
10 of that temperature salinity effects, some of the wind  
11 effects give us a net, and that shows up in the means,  
12 okay? So the stuff will go up as you saw in the movie  
13 the way the plume was moving back and forth.

14                   If you take a look at it, in my case  
15 when I'm not tied to the river, I might be moving one  
16 way or the other. In this case what the data are  
17 showing you is that if you set it at this point, the  
18 net transport would be to the northwest. Here it is  
19 slightly more west of north, and here it is more like  
20 southwest, southwest, southwest, well, west, call it  
21 northwest, got it, with the three different colors  
22 being the three different campaigns.

23                   The net drift near bottom, what this  
24 is saying the net drift near bottom water column, we  
25 are 3 meters off the sea floor, is into The Sound. A

1 typical estuarine pattern you expect bottom waters in  
2 the estuary to be moving in. Fresh water on top is a  
3 little bit lighter, a little bit less dense. Sitting  
4 on top, it runs out. So if it's running out, it's got  
5 to be running back in to keep the water in The Sound.  
6 Typical transport.

7                   If you get down closer to the bed,  
8 this is a Nortek matter, (pointing to another slide)  
9 looking at that three-quarters of a meter to the bed,  
10 same sort of thing roughly. You know, if you take a  
11 look in a little more detail, there are now going to  
12 be six arrows, because we went out and recovered data  
13 twice during each campaign -- these on the bottom,  
14 okay? Basically the same sort of a pattern.

15                   The main thing, the message to take  
16 home here it is a typical estuarine flow coming in at  
17 the bottom, and a magnitude, how about that one?  
18 These little arrows are worth 10 centimeters a second  
19 if they're about that long. Capish? 10 centimeters a  
20 second? Nah. Come on. You don't have to lie to me.  
21 10 centimeters a second, fast or slow?

22                   MR. JOHNSON: Fast.

23                   DR. BOHLEN: I got a fast. One  
24 knot, one nautical mile per hour 6,080 feet per hour,  
25 okay? 50 centimeters a second, 5-0, one knot. You

1 can call me a liar if you want to (inaudible). One  
2 knot, 50 centimeters a second, so 10 centimeters a  
3 second is not all that fast, but it's persistent.  
4 It's persistent, okay?

5                   Again, back to that, we get a feel  
6 for this thing, you know, what's sticking, what's not  
7 sticking, what's fast, what's slow. It's important.  
8 Okay. So you are looking at net drifts that run on  
9 the order of 10 centimeters a second, 5 to 10  
10 centimeters a second, and you can figure out what that  
11 means in terms of net transport over the course of a  
12 day.

13                   This is probably not entirely  
14 necessary, (next slide) but this is the tidal ellipse  
15 over the vertical. This is the average over the whole  
16 of the vertical, and it just shows you that if we were  
17 tracking the tide the way this thing goes and it's on  
18 the flood, it would be going that way, and then we  
19 wait six hours or so, and little by little the tide  
20 starts to drop off in speed, but it changes direction.  
21 With me?

22                   Little by little over the course of  
23 a half an hour or so it's dropping in speed and  
24 changing in direction before it goes back onto flood.  
25 That's what you are looking at here, the so called

1 tidal ellipse. The major axis of the tidal ellipse  
2 going off here to the southwest, more to the west of  
3 southwest, okay? Here a little bit more northwest,  
4 northwest, and the magnitudes running in here on the  
5 order of half a meter per -- 50 centimeters a second,  
6 a knot.

7                               So you got that guy there, I don't  
8 know, call it from here out, maybe a knot and a half  
9 in that neck of the woods as the major axis, okay?  
10 So, again, you pretty well have that in mind, and you  
11 saw it pretty well in the movie going back and forth,  
12 this magnitude, and this shows you there really wasn't  
13 much difference for all of the seasonality that we  
14 were looking for in terms of the behavior of the  
15 system from campaign 1, 2 and 3, not all that much  
16 difference in terms of the tidal ellipse. Okay.

17                              Real quick what this is showing we  
18 were looking here at the wave conditions, significant  
19 wave height at the station off Montauk, okay? Block  
20 Island, Montauk sitting here, this guy in here, and  
21 we're looking to see what the effect of the waves are  
22 on the bottom shear stress, and to make a long story  
23 short what these data are showing, despite the fact  
24 there is a significant difference here in wave  
25 characteristics, there isn't that much difference in

1 bottom stress, okay, as you come along in this.

2 It's an interesting curve in the  
3 tracking. We can get into this later whether its  
4 tracking logarithmically over the vertical or not.

5 Next slide. Now that makes sense. One thing I didn't  
6 tell you, when I showed you that slide of the zone of  
7 siting feasibility, there was around the perimeter a  
8 gray area. That's an exclusion area. That's thought  
9 to be more or less coincident with the areas that are  
10 going to be influenced by waves. So its variously  
11 estimated at being something like 17 meters.

12 DR. HAY: 18 meters.

13 DR. BOHLEN: How many.

14 DR. HAY: 18 meters.

15 A. 18 meters, he says. We were arguing  
16 yesterday about 17 or 18, 18 meters. So it ends up  
17 around 60 feet or so, alright? So it's not terribly  
18 surprising when all of our instruments are outside of  
19 that that the response to the system, to the waves, is  
20 not all that great, okay?

21 This just shows another area -- to  
22 show you that we've got a real spring neap cycle in  
23 the boundary shear out here, okay, that we don't see a  
24 lot of kick up in the shear as we change the waves,  
25 and we're getting up to 2 meter waves here,

1 significant wave height. That's a significant wave  
2 height. The average of the one-third highest waves,  
3 that's not the maximum wave, so you can get almost  
4 twice as much. The maximum heights are almost twice  
5 as much as that.

6                   So, again, you pick up the spring  
7 neap cycle pretty well in this, but it doesn't show up  
8 very much in terms of wave response, okay? (next  
9 slide) This is a comparison between two methods to  
10 calculate the boundary shear stress, and the one you  
11 saw was the so called bulk formulation. That we take  
12 the drag coefficient times the square of the  
13 velocities. That's the bulk formulation.

14                   There is another way to do it, and  
15 you argue whether it's better or not so good, and  
16 that's the log in here. And if there was a perfect  
17 fit between the two, it would be on this one-to-one  
18 line down here. Well, you see that we're coming along  
19 calculating the stress levels using the two  
20 techniques, and they're pretty close, you might slide  
21 that over a little bit, until we get up to a stress  
22 level of about one Pascal, and at one Pascal it starts  
23 to dive off.

24                   We could sit here and argue with you  
25 about why it's diving off. It would take another half

1 an hour to explain the differences in the change of  
2 the flow field, what happens when you get up here, why  
3 the velocity profile may not be logarithmic at that  
4 level. But suffice it to say what we're using this  
5 little calculation for is to demonstrate at least to  
6 us the adequacy of the drag coefficient of 0.0025,  
7 which was the selected drag coefficient that was used  
8 in the formulation you saw earlier.

9                   So the data do a pretty good job of  
10 verifying that selection until you get up to a point  
11 where nobody is surprised that it doesn't work, to put  
12 it in plain language, okay? So this is a very  
13 valuable set of data. If you take a look at this, you  
14 don't often get a chance to really get down into the  
15 nuts and bolts of the flow field.

16                   MR. ALLYN: So the coefficient gives  
17 the best fit between the two models. Is that how you  
18 have the coefficient?

19                   DR. BOHLEN: The coefficient was a  
20 selected value. Well, there is a lot of data to say  
21 it ought to be that value, and then the question is  
22 does it make any sense.

23                   MR. ALLYN: Yeah.

24                   DR. BOHLEN: And now you are  
25 comparing the results of a bulk formulation that uses

1   that coefficient against a different way of  
2   calculating the stress, okay?  Alright.  So here we  
3   go.  The rubber hitting the road.  The model  
4   simulation says here we reproduce tidal and spring  
5   neap variations on the observed stress.  Now, you saw  
6   some of the spring neap variation -- spring neap, do  
7   you understand that?  Twice monthly variation in the  
8   tide, right?

9                   We're just off the full moon.  We're  
10   in the spring portion of the monthly tide.  It has  
11   nothing to do with April, May, March, whatever it is,  
12   okay?  This is twice a month.  You got a new moon, and  
13   you got a full moon, and you have maximum tide during  
14   the new moon, maximum tidal range during the full  
15   moon, and in between smaller range -- neap, okay?

16                  So you are looking at the spring  
17   neap cycles here coming along this guy, and then you  
18   are looking at a comparison, and I realize it's a  
19   little difficult to see here between the field  
20   observations the calculated values and the model  
21   values.  And to make a long story short on this one we  
22   argue, using these sorts of data, that the model is  
23   doing a pretty good job of reproducing the measured  
24   results, which is what, of course, we were trying to  
25   verify.  And next time we will have a different color



1     for you. The blues and reds and pinks and purples are  
2     hard to see. Okay, next.

3                     This is very good here. This is  
4     another comparison between the two. This is your bulk  
5     formulation again, that equation, okay, and these are  
6     the field observations.

7                     DR. MCCARDELL: No.

8                     DR. BOHLEN: I'm sorry. The other  
9     way around. These are the field observations and  
10    that's the model. We have it upside down and that's  
11    the model, and this is the mean of the boundary  
12    shears, okay? And then if they were identical, they  
13    would lay on the one-to-one lineup here, and what you  
14    are looking at this is now mean values over the  
15    period.

16                    Correlation coefficient of about  
17    0.91, which is very high. When you start looking at  
18    the maximum predictions, this gets a little more  
19    scattered in there, but it's still pretty close to the  
20    one-to-one. In this case it gets down to a 0.7 -- 70  
21    percent. So you put that together with Grant was  
22    saying about the accuracy of the model, the accuracy  
23    of the comparison of the two, and it's looking like  
24    we've got a pretty good handle on the boundary shear  
25    stress in the model, okay?

1                   What's it all mean? So we want to  
2 find the maximum bottom -- so we're now using the  
3 model, because the model gives us information on all  
4 those little triangles, every quarter mile a little  
5 square, okay, over the whole of the field. Compare  
6 the value of the sites identified in the screening  
7 process and simulate a period of a severe storm. We  
8 picked Sandy. Go ahead.

9                   The bathymetry. You know it, right?  
10 Fairly deep in The Race, not so deep near shore. You  
11 got the net depth coming back up. Six Mile on the end  
12 (west). I don't think you need to see anymore. These  
13 guys know this by heart, okay? So here you are in  
14 terms of stress distribution. This is Pascals. Red  
15 is high, on the order of 3 or maybe down in here,  
16 okay? Montauk not terribly surprising. Some places  
17 in the vicinity of The Race, some reds, fair amount of  
18 yellow, and some amount of blue, low.

19                  As far as the zone of siting  
20 feasibility goes, remember where that is going, come  
21 back over to see Block Island, okay? You got your  
22 Point Judith sitting over in here. It says that there  
23 is a fairly high stress level particularly in the  
24 Eastern Sound through much of the zone of siting  
25 feasibility, okay? You are up in here.

1                   Remember we were cutting things off  
2   looking at values something like 0.75 as being  
3   something of a critical value for some of the  
4   sediments we might be playing with in terms of dredged  
5   material. The -- one of the things that's interesting  
6   here is that as we run this through the different  
7   campaigns, that the spatial differences we see  
8   between -- here's an area, you know, Long Sand Shoal  
9   at the mouth of the Connecticut River and Block Island  
10   Sound, you look at the spread, it's quite a spread in  
11   stress values. That spread is much larger than you  
12   will see seasonally, much larger than you will see  
13   seasonally.

14                   So that says that, to me that the  
15   tidal field is important, and that the differences  
16   we're seeing are down in the subtle -- you will see  
17   some of the subtle things in a minute -- but subtle as  
18   in changing mean flow characteristics. That little 10  
19   centimeters a second interacting with the mean flow of  
20   a knot or knot and a half, may be substantial -- may  
21   have a substantial effect.

22                   So snapshot picture of the whole  
23   thing. This is maximum bottom stresses during  
24   campaign 3. We picked campaign 3, because that's the  
25   supposed to be the highest energy winds in winter, and

1     then we picked our storm conditions, okay? Next.

2                     Here are some of the numbers. We  
3     broke it down by Eastern Long Island Sound and Block  
4     Island Sound, and you see the Cornfield Shoals site  
5     generally has the highest stress. Probably not  
6     terribly surprising. For those of you who have played  
7     down there you know it's mostly sands, and that from a  
8     management standpoint over the years we counted it as  
9     a dispersal site, and there is good reason for it when  
10    you take a look at the stress values.

11                    Look at the range as you go through  
12    Six Mile, Clinton, Orient Point, back to Orient Point,  
13    Niantic Bay, and here is New London, okay? All values  
14    below 0.75. Get out, Fishers Island, east-west and  
15    center. This is south of Fishers Island around what I  
16    call the deep hole, okay? So there are values in  
17    there. Fishers Island center it looks pretty low,  
18    okay? Might even get east looking low relative to  
19    what we see in The Sound. Block Island yet lower.  
20    North of Montauk, low. North of Montauk is really  
21    Montauk Harbor, really in there. It's in the shelter.  
22    Okay, next.

23                    So we took a look at Sandy, see what  
24    we could do with it. Sandy was a fairly interesting  
25    event, right? Blew a little bit. These are our

1 MYSOUND buoys out there, Ledge, Central Long Island  
2 Sound, Western Long Island Sound, Execution Rocks, and  
3 not surprising the Ledge shows the highest, about 60  
4 knots or so, okay? Very short period.

5                               So it was a wind event, short lived.  
6 We know that. What you don't know, what this thing  
7 doesn't show you one of the unique things about Sandy  
8 of course is that it may not have blown all that much  
9 max, but it blew a lot for a long time, and that is  
10 significant duration, unusually long duration, and a  
11 lot of that was from the southeast, which made for  
12 interesting conditions through a number of our areas,  
13 right?

14                              And if you take a look at the fetch,  
15 the over-water distance in which the wind can act, for  
16 Eastern Long Island Sound southeast is favorite. East  
17 nearly, northeast not so much; but certainly southeast  
18 has the potential for influencing what's going on down  
19 here.

20                              So it was good from that standpoint,  
21 fairly reasonable winds and significant duration, and  
22 a storm surge which increased water depths through the  
23 whole system, right? This guy is Kings Point  
24 (pointing to a slide). This guy is New London. So  
25 there is New London. You had a surge of something

1 under 2 meters, about 1.5 meters - 5 to 6 feet, a  
2 surge down here, which has a recurrence interval of  
3 every 10 to 30 years. You know, we will see it again,  
4 that kind of a thing.

5                   You get down the western Sound, oh  
6 my goodness, look at the western Sound. Four meters  
7 down at Kings Point, and, you know, in New York Harbor  
8 it was even more. Occurrence intervals down there are  
9 hundreds of years. We won't get into an argument  
10 about how many hundreds of years. In fact, we  
11 discussed that, but it's very, very low probability.

12                   What should you care? Because you  
13 stuffed a lot of water down my Sound, okay? You piled  
14 up a lot of water down the western end of The Sound  
15 and that water's got to get out. That water coming  
16 back then has the potential to influence the velocity  
17 field in the eastern Sound, and from that standpoint  
18 that much water heading back out this way makes Sandy  
19 an unusual event, and we're very fortunate to be able  
20 to take a look at some of the numbers on it, okay?

21                   It may be that there is a lot of  
22 subtle influences. It may be that it was the wind  
23 field does more to that data. We will see. We will  
24 take a look at it. But people talk about the  
25 frequency of occurrence of Sandy down here just in

1 terms of wind and maybe storm surge. That's one way  
2 to think about it. But we're out in The Sound now,  
3 and what we care about is the amount of water that was  
4 produced in this and where it went and what it is  
5 going to do to us if it starts going back out. Okay.

6                   So to make a long story short, if I  
7 showed you that earlier slide with the yellows and  
8 blues on stress, and I showed you this guy here now,  
9 this is Sandy's effect. About the only difference you  
10 are going to see it says created higher maximum bottom  
11 stresses in some areas. Well, now it turns out if you  
12 looked at the absolute numbers on the table -- I'll  
13 show it to you in a minute. I don't expect you to  
14 memorize the last table.

15                   I'm telling you what we're looking  
16 at is, for the most part, each one changed a little  
17 bit. Some fair number of them went up a little bit.  
18 But in terms of the deeper water effects they weren't  
19 as great as you might expect. Most of the effects  
20 we're looking at higher stress in the shallow areas  
21 near shore, which given the wind field, you know, you  
22 don't need a model to tell you that probably. Okay,  
23 next.

24                   So here we are. About the same  
25 distribution of stress. And if you went down and

1 compared this set of numbers with the earlier set of  
2 numbers, you'd see just what I told you. You still  
3 got Cornfield Shoals as the winner, New London as the  
4 lowest end on the Eastern Long Island Sound sites.  
5 And if you run down this guy here, about the same.  
6 Now you are getting down Fishers Island center,  
7 Fishers Island east, it's still below your 0.75. This  
8 guy went up quite a bit, the west, as you might  
9 expect. The same thing for the Block Island Sound  
10 site. It went up. Next?

11                   So it's defined as a level of stress  
12 that's got to be mobilized, and I figured that we were  
13 using a cutoff for the sake of screening of about 0.75  
14 pascals. That's going to vary depending on the stuff  
15 you are playing with. The more cohesive, it's going to  
16 take more stress. The sandier, if you bring me out a  
17 beach sand, it's going to take less, okay, and a  
18 variety of other factors, too.

19                   If you just get me in talking about  
20 the biological effects. Okay. Those damn bios messed  
21 up the texture of my sediment. They burrowed into the  
22 sediment, and so the physical oceanographer has to be  
23 sensitive to the biology, but that's affecting the  
24 uppermost layer of the sediment column, and it has  
25 been shown over the years to be a relatively minor



1 effect. They build themselves little cocoons to stay  
2 put, okay? Next.

3                   If you do that -- why don't we --  
4 This is the comparison. Basically what you are  
5 looking at here we just split up what you just saw  
6 into areas that were greater than one Pascal, 0.75 to  
7 1 Pascal and less than 1 Pascal, and you got Block  
8 Island Sound, New London, Fishers, Orient Point,  
9 Fishers Island east and north of Montauk as the sites  
10 that are below 0.75. The remainder were above 0.75.  
11 Okay.

12                   MR. JOHNSON: Are you going to talk  
13 about capacity in any of these sites?

14                   DR. BOHLEN: No capacity. Just --  
15 with the exception of depth that is included in the  
16 model, what's out there is what's out there.

17                   COURT REPORTER: Sir, can I have  
18 your name, please?

19                   MR. JOHNSON: John Johnson.

20                   COURT REPORTER: Thank you.

21                   DR. BOHLEN: So before I gave you  
22 different shadings from the reds to the blues, right,  
23 browns to the blues. Here we just -- everything  
24 that's above 0.75 is in brown, and you can see this is  
25 maximum bottom stress exceeding during the simulation

1 of Storm Sandy, okay? What are you looking at is  
2 Sandy. And as I said, if we did this for the  
3 non-Sandy, you're not going to see all that much of a  
4 change. You are going see some change but not all  
5 that much of a change.

6                   What impresses you here is that  
7 there is a lot of brown. That's fine. What does it  
8 all mean to us? This guy. It says sites 1, 2 and 7,  
9 Cornfield Shoals, Six Mile and Fishers Island.  
10 Fishers Island - West, that's south of the island,  
11 have high maximum stresses. You saw that. Orient  
12 Point, that's Orient Point, Block Island Sound show  
13 maximum stress levels below at the center of the site  
14 but have values in excess of 0.75 within the boundary.

15                   So there is some variation maybe the  
16 way the triangles were placed. We can argue about it.  
17 Niantic Bay and Clinton Harbor show maximum stresses  
18 exceeding 0.75 but less than one. We can sit and tune  
19 this later, but that's what the model is showing you  
20 right now the way it's laid out. New London disposal  
21 site is the only site in the Eastern Sound with a  
22 maximum bottom stress below 0.75. That's what we did,  
23 that's how we did it, and that's what we found.

24 Questions?

25                   DR. HAY: So we have 35 minutes or

1 so for questions and comments. Please speak up, and  
2 also please mention your name and any affiliation up  
3 front.

4 MR. CAREY: Drew Carey. Frank, the  
5 sediments on the bottom are obviously going to  
6 integrate the shear stress over time, and you didn't  
7 see a lot of effect from the wave climate in general  
8 because of the water depth.

9 DR. BOHLEN: Yeah.

10 MR. CAREY: So really the tidal  
11 prism and the bathymetry is what's driving a lot of  
12 the distribution of this shear stress, I would guess.  
13 Do you expect to see pretty reasonable correlation  
14 between those model shear stresses and the kinds of  
15 sediments that will be seen on the sea floor in  
16 different locations?

17 DR. BOHLEN: In a general sense,  
18 yes. That is to say if I was to draw you that stress  
19 diagram from Central Long Island Sound to Montauk, you  
20 would see that in general the stresses are lower in  
21 the western part of that down toward Central Long  
22 Island Sound than in the east.

23 And if you look at the sediments in  
24 general, once you get across Mattituck Sill, you tend  
25 to find softer sediments that have accumulated. Out

1 in the Eastern Sound, it may be somewhat coarser on  
2 the bottom on average. So a simple correlation might  
3 be there except for the fact that I can also bring you  
4 to a number of locations in the Eastern Sound right in  
5 The Race where you have very fine grained deposits  
6 that are quite stable. And when you go down and you  
7 put your flippers into it, you are amazed that because  
8 you are dragging along trying to stay there that this  
9 stuff stays put.

10 The sediments there are classes of  
11 fine grained sediments, and the majority shows this  
12 behavior when stress can really build up resistance to  
13 movement. So the simple correlation is very often  
14 hard to realize. You will find high energy flows and  
15 fine grained deposits out there. Is that what you are  
16 looking for?

17 MR. CAREY: Yeah, and so a little  
18 follow-up is that presumably based on characterization  
19 of dredged material you chose fine sand as kind of the  
20 driver that gave us this 0.75 Pascal.

21 DR. BOHLEN: Right.

22 MR. CAREY: If you shift down to say  
23 very fine sand or a slightly more complicated mix of  
24 grain sizes, you could get those materials to the  
25 bottom, get them to stay in place in slightly higher

1 shear than necessarily this.

2 DR. BOHLEN: Absolutely. What we're  
3 looking at here, this is the conservative.

4 MR. CAREY: Right.

5 DR. BOHLEN: I don't know how you  
6 class the conservative anymore, but --

7 MR. CAREY: Go ahead. Call me a  
8 conservative.

9 DR. BOHLEN: Now, what we have up  
10 here, 0.75, you can probably find that same material  
11 staying put in stresses in excess of one. I would say  
12 we really want to have that stuff -- we would be sure  
13 that that stuff is going to stay. That's use 0.75. I  
14 don't know whether that's liberal or conservative.

15 DR. HAY: Any questions? Comments?

16 MR. ALLYN: Compliments to you and  
17 your staff. That was amazing.

18 DR. HAY: Thank you.

19 DR. BOHLEN: I want to emphasize two  
20 things. This continues to be a work in progress,  
21 because the next step on this whole thing is to  
22 quantify the sediment transport. So we got a pretty  
23 good understanding of the velocity field and the shear  
24 that's associated with it.

25 Now we want to try for the sediment

1 transport model so we give you some ideas of the  
2 probability of movement, and then again what he said,  
3 Grant said about where the stuff is going to go so  
4 we're not finished yet. And then for those who  
5 haven't asked the question, I asked the question about  
6 when I heard about it.

7                   The next step in this whole business  
8 is so you have established some background for  
9 exposure. The swimmer is down there, and there is  
10 some mud that's looking at going by. What about the  
11 effects, the biologicals, where the movement of the  
12 mud and the movement of the mud where the constituents  
13 may be impacting the benthic community or the water  
14 column. So the biological study has also yet to be  
15 done so it's very much a work in progress.

16                   MS. MCKENZIE: Tracey McKenzie. I'm  
17 curious as to what your schedule is for your next  
18 sediment transport modeling.

19                   DR. BOHLEN: You want to answer  
20 that.

21                   DR. HAY: Well, the sediment  
22 transport modeling is -- there are two elements that  
23 are still being worked on. One is an LTFATE,  
24 long-term sediment transport model and a short-term  
25 sediment transport model. Maybe Grant, you want to

1     elaborate on that quickly.

2                     DR. MCCARDELL: I have to refer you  
3     to Professor O'Donnell who is out of town as far as  
4     that's concerned. We're working on both of those  
5     projects.

6                     DR. BOHLEN: The reason that I laugh  
7     is soon is all we ever hear. So I can't tell you that  
8     it's December 16 or whatever, but all of this I think  
9     as you saw in the schedule is going to have to be  
10    quickly addressed to get things finished off by next  
11    spring.

12                    DR. HAY: In other words, there is  
13    still modeling that is taking place at this time.

14                    DR. BOHLEN: Right.

15                    MR. JOHNSON: John Johnson. Is  
16    this --

17                    DR. HAY: Do you have an  
18    affiliation.

19                    MR. JOHNSON: Yeah, I'm sorry, CMTA.  
20    Is this the only input that's going to determine the  
21    relocation sites and sediment dump sites? We take  
22    offense in the Marine industry to calling them dump  
23    sites. I think they should be called property  
24    relocation sites.

25                    That all being said the question is

1 does -- what other additional information is going to  
2 be inputted to those people who are going to, you  
3 know, designate some other sites?

4 DR. BOHLEN: Jean.

5 MS. BROCHI: Again, I can take that  
6 and I can answer the capacity question as well. So  
7 the capacity of the potential disposal sites, the  
8 dredged material disposal sites, potential sites, not  
9 dumping sites, the capacity and dredging needs is part  
10 of the Environmental Impact Statement as well as  
11 biological characterization, the physo (physical  
oceanography), sediment,  
12 economics.

13 And all of that will be pulled  
14 together in an environmental consequences. It will be  
15 evaluated along with no alternative, which means what  
16 happens if we don't -- there are no sites that are  
17 available.

18 MR. JOHNSON: How far along are you  
19 in the studies of those other factors?

20 MS. BROCHI: This is one of the  
21 major studies that we just completed. That's why  
22 we're having this public meeting. Biological  
23 resources we have some information. We have a  
24 literature search on, the dredging needs capacity. We  
25 have the Corps of Engineering finalizing that report



1 right now, and it all will be compiled into the  
2 document, which will be the draft.

3 MR. JOHNSON: And your deadline is  
4 December of next year.

5 MS. BROCHI: 2016 for the final.

6 MR. JOHNSON: January 1, 2016?

7 MS. BROCHI: December 2016 is the  
8 final, rulemaking and --

9 MR. JOHNSON: That's two years.

10 MS. BROCHI: Yes. We're coming out  
11 in the spring with the draft so that's probably the  
12 date that you will hear from us, and we will have a  
13 public meeting.

14 DR. HAY: Next up is -- next up is  
15 Bill, actually, sorry.

16 MR. SPICER: Bill Spicer, Spicer's  
17 Marinas. Also a member of the Connecticut Marine  
18 Trades and a member of the Stakeholders Commission who  
19 is supposed to comment on the DMMP. I noticed a  
20 couple, three things. All of us have been looking at  
21 the NY DOS failure of consistency for some of our  
22 dredging permits. Mine has been out for eight years,  
23 since 2006, and continuously renewed very faithfully  
24 and is in force.

25 But it recently was declared, after

1 208 days, to be nonvalid. That it was not consistent  
2 with what New York had. It's very interesting the  
3 site 6 tests out very, very nicely when you're putting  
4 real scientific data out with real oceanographic  
5 studies and real oceanography running, and it shows  
6 that the NLDS is doing very well.

7                   Now, I know we're in here, because  
8 we're supposed to be designating one or more sites in  
9 Long Island Sound, which is kind of interesting,  
10 because in some of the NY DOS claims where they are  
11 claiming inconsistency, they have located NLDS as  
12 northeast of the basin of Long Island Sound.

13                   Now, what that would mean The Race  
14 runs out in two deep valleys that kind of make a V.  
15 The eastern one runs in through past Race Rock and  
16 between there and Fadden and comes out to about where  
17 Bartlett's Reef is and swings west. The other one is  
18 further west over by Little Gull Island, between there  
19 and Fadden.

20                   Now, I contended in a bound paper  
21 that I submitted to Mike Keegan very early in this  
22 that the NLDS was in Fishers Island Sound. It's not  
23 down in the valleys and canyons. It's up on the top  
24 of the plateau, and it's not subject to Ambro. It's  
25 subject to 404 waters and regular Army Corps of

1 Engineers analyses the same way as is occurring in  
2 every other estuary in the country.

3 But we got singled out in 1980 by an  
4 amendment slipped through Congress by Representative  
5 Ambro of New York aided by -- out of the guy's own  
6 mouth, because he was bragging at a Holiday Inn in New  
7 London in 2006 that he aided Ambro in doing it, and  
8 his name was all over the coastal zone management  
9 sheet, and he happens to be employed by NY DOS, and  
10 both of these were sneak attacks without any  
11 particular notice to Connecticut's waterfront  
12 stakeholders.

13 And I also have a document from NOAA  
14 that says that they were very surprised that  
15 Connecticut didn't object to New York's -- or it  
16 seemed that way to me -- coastal zone management. But  
17 you know what? There weren't any comments against  
18 that being extended. You know why? We didn't know  
19 about it, because I believe that rumor has it, and the  
20 best information I can get was they're supposed to  
21 notify the Army Corps of Engineers.

22 What Army Corps of Engineers did  
23 they notify? New England? No. It's believed they  
24 sent it to New York. I can't prove that, but I sure  
25 know that there wasn't anything that I can find that's

1 here in New England except that when I -- I found out  
2 about it in the afternoon, and I went to DEP the next  
3 morning to challenge it, because I was furious.

4 We have been opposing Ambro for 32  
5 of 36 municipalities to have water go up and down in  
6 Connecticut, tidal water, 32 of 36 opposed Ambro in  
7 print and wanted it repealed.

8 MS. BROCHI: Okay. So I am going  
9 to -- you bring up two good points I did want to  
10 mention, actually. So Mike Keegan -- you sent  
11 something to Mike Keegan. He's working for the Corps  
12 of Engineers on -- he's joining us on this effort, but  
13 that's the Dredge Material Management Plan, which is a  
14 separate effort, which I didn't mention tonight, and I  
15 think most of you are familiar with that.

16 They will also be having public  
17 meetings coming out with the programmatic EIS and  
18 documentation for that.

19 MR. SPICER: For the record I  
20 submitted that timely with a request for that. I  
21 think it was in December of '06. It was undated on  
22 the actual document. It was about that thick with  
23 white covers and spiral bound.

24 MS. BROCHI: Okay.

25 MR. SPICER: I can provide more

1 copies.

2 MS. BROCHI: I mean, we can talk --

3 MR. SPICER: That's okay, continue,  
4 continue. You're doing fine.

5 DR. BOHLEN: As far as our  
6 designation of the site, I mean what we classed as  
7 Eastern Long Island Sound versus outside of Eastern  
8 Long Island Sound had nothing to do with political  
9 jurisdictions and boundaries.

10 MR. SPICER: The Corps put \$7  
11 million of signs in by 2005 and then got a political  
12 decision where something was rammed down our throat  
13 here in Connecticut, and people weren't happy, and  
14 during the midst of this NOAA was kind of surprised.  
15 It seemed to me that nobody objected.

16 But when I got to DEP, I found that  
17 Gina McCarthy knew all about it, and she did find a  
18 way on one of the other things to shut me up. There  
19 was a letter from her deputy, Amy Marella, that told  
20 me to -- you know, I kind of got stabbed in the back  
21 about Ambro, and she had a way of shutting me up that  
22 was interesting. She looked me in the eye --

23 MS. BROCHI: I apologize on behalf  
24 of the agency --

25 MR. SPICER: Wait a minute. She

1 looked me in the eye and she said I wrote it. That's  
2 I, Gina McCarthy, wrote it. So I shut up. If it was  
3 a man, I'd address her in spades. A woman, I shut it  
4 up and turned around and decided that I had been  
5 really stabbed in the back --

6 MS. BROCHI: So --

7 MR. SPICER: -- and I haven't shut  
8 up since.

9 MS. BROCHI: So one other point that  
10 you made was about the DOS coastal zone consistency,  
11 and so they do have that authority. If anything is  
12 abutting, they can make comments on projects. If it  
13 is project specific, they have it within the  
14 regulatory agencies, the Corps and EPA, will handle  
15 that separately. This is -- I mean, if you have  
16 anything specific about this --

17 MR. SPICER: Yep, I do have it --

18 MS. BROCHI: -- process --

19 MR. SPICER: -- specific with NY  
20 DOS.

21 MS. BROCHI: Okay.

22 MR. SPICER: They're inconsistent.  
23 Did they say where in New London NLDS is? NLDS is in  
24 Fishers Island Sound.

25 MS. BROCHI: We --

1                   MR. SPICER: Some others have made  
2 some errors, but that one may be crucial.

3                   MS. BROCHI: Okay. So we do have a  
4 representative as part of our cooperating agency group  
5 here today. Mike Zimmerman is here. Can you speak to  
6 any of this or should they -- is there somebody else  
7 you can refer them to?

8                   MR. ZIMMERMAN: Well, is there a  
9 specific question, I guess?

10                  MR. SPICER: There is a statement  
11 that they have made contentions that are incorrect.

12                  MS. BROCHI: So that --

13                  MR. SPICER: They have had plenty of  
14 practice at making incorrect ones, and I have  
15 corrected them on numerous occasions, and I think we  
16 need to put it on record here that NLDS is in Fishers  
17 Island Sound and is 404 waters, and they have admitted  
18 it, and I call it if it was legal, it's an admission  
19 against interest. Where they have admitted, it's  
20 northeast of the eastern basin of Long Island Sound.

21                  MS. BROCHI: Okay. So, Mike, would  
22 it be appropriate for Jennifer to receive something  
23 then?

24                  MR. ZIMMERMAN: I'm sure she would  
25 be happy to.

1 MS. BROCHI: So if you want to  
2 submit official comments to DOS, Jennifer Street would  
3 be the contact.

4 MR. SPICER: At the moment I have  
5 cooperated, because I am being threatened standing on  
6 my air hose and I'm a diver. That I would go to  
7 Central this time, but that doesn't mean that they  
8 don't come in here and be honest with the folks.

9 MS. BROCHI: Right.

10 MR. SPICER: You got to tell them.  
11 In short, we have been jocked a couple times.

12 MS. BROCHI: Thank you.

13 DR. BOHLEN: Susan.

14 DR. HAY: I want to get some more  
15 comments, though.

16 MS. BURNS: Kathleen Burns, CMTA. I  
17 just wanted to follow-up on JJ's point when you were  
18 discussing impacts that would be weighted, the impacts  
19 that you are or not impacts, I apologize, but the  
20 different, the various studies that will be entered  
21 into this impact study. Are those weighted?

22 MS. BROCHI: Sorry, could you just  
23 say your affiliation?

24 MS. BURNS: Oh, I'm sorry,  
25 Connecticut Marine Trades Association. So there is



1 the physical. There is the biological. You had  
2 mentioned economic. What else is weighed in there?

3 DR. HAY: Archaeological.

4 MS. BROCHI: Archeological,  
5 cultural, economic. Then --

6 MR. JOHNSON: Capacities.

7 MS. BROCHI: Capacities is part of  
8 the development. It's not really weighted.

9 MS. BURNS: Are these weighted in  
10 any sort of fashion?

11 MS. BROCHI: No. The data is all  
12 selected. The site screening process is what we go  
13 through, evaluating where the sites are. So that's --  
14 it's not weighted. It's more of a screening tool that  
15 we use. The final document will evaluate all of those  
16 equally.

17 DR. BOHLEN: But -- I don't know  
18 anything about evaluating documents. I'm saying if  
19 you came in here and you said a site that you are  
20 going to use is already full, that makes that  
21 classification pretty way up.

22 DR. HAY: Similarly if you had a  
23 site that's on a shellfish bed, that would be --

24 MS. BROCHI: Right. That's part of  
25 the screening, too.

1 MR. HELBIG: Jean, Frank, Ron  
2 Helbig.

3 COURT REPORTER: I'm sorry, sir,  
4 your name again?

5 MR. HELBIG: Ron Helbig, Connecticut  
6 Marine Trade Association, and the whole discussion has  
7 been about physics and about the stress on the bottom  
8 and site 6. Can either one of you talk to the effect  
9 that why is site 6 not considered a very good site  
10 based on all the data that you have here and the lack  
11 of stress that's on that site and speak to the fact  
12 that why that shouldn't continue to be a designated  
13 site?

14 MS. BROCHI: So I will take that, if  
15 you don't mind.

16 DR. BOHLEN: Yeah.

17 MS. BROCHI: So, again, so the part  
18 of the effort is to look at all of the sites, and what  
19 I had presented originally is we had started, you  
20 know, just eastern, open wide. We decided to go to  
21 historic sites, because we really weren't familiar  
22 with what had gone on with -- the Corps of Engineers  
23 had helped us.

24 So we included historic sites. We  
25 included active sites, which includes the currently,

1 currently used sites. And so part of the  
2 investigation is to look at all of the data. This is  
3 the first big chunk of data, and so we narrowed it  
4 down to the six sites, and so all of those six are  
5 going to be evaluated. So we're in the process of  
6 collecting data on all of those.

7 MR. HELBIG: My only question to you  
8 is just here tonight can you say from an educated  
9 opinion that the site 6 is something that we should be  
10 strongly fighting for because of the temperament of  
11 the currents on the bottom and the ability for the  
12 material to stay in that location?

13 MS. BROCHI: So what I can -- I  
14 don't -- I can't prejudge, and we have to evaluate all  
15 of the data as it comes in so -- but what I can say is  
16 based on the physical stress and what we set out in  
17 the Notice of Intent to look at is a containment site  
18 for the type of sediment that's in Long Island Sound  
19 and based on the dredging needs report that the Corps  
20 of Engineers produced in 2009.

21 Based on that report we determined,  
22 when we came out with the Notice of Intent, that we  
23 would look for a containment site. Cornfield Shoals  
24 is clearly -- and this proves it -- a dispersive site.  
25 So we're -- we need a containment site, and we're

1 looking at all of them, and we won't make a decision  
2 until we evaluate all of --

3 MR. HELBIG: But you don't want to  
4 share an opinion at least or --

5 MS. BROCHI: I do not want to share  
6 an opinion.

7 MR. HELBIG: Okay. I get that.

8 MS. BROCHI: Sorry.

9 DR. HAY: Sir, go ahead.

10 MR. SHAPIRO: My name is Jeffrey  
11 Shapiro. I'm from Cedar Island Marina. My concern is  
12 with the grade size used for your modeling, as the  
13 gentleman back here spoke about, was a sandy material,  
14 and in my experience almost all of the material that I  
15 see that goes out of waterfront facilities in  
16 Connecticut is a lot siltier material. Siltier  
17 material is going to be much more stable than the way  
18 you were talking, much more stable on the bottom than  
19 a sandier material.

20 So my only concern is with some of  
21 the evaluations you have done that you might tend to  
22 come to a conclusion that the material is going to  
23 move when in fact if you had used siltier material for  
24 your examples, you might come to a different  
25 conclusion, the conclusion that the material is not

1 going to move.

2 DR. BOHLEN: Okay.

3 MR. SHAPIRO: Like I said in  
4 Connecticut most of the material I see going out is a  
5 lot siltier, because if somebody has a waterfront  
6 facility and they have sand that needs to be removed,  
7 they're probably not going to be putting it in the  
8 barge and dumping it out to sea. They're going to be  
9 selling it to somebody. So that's my comment is that  
10 maybe --

11 DR. BOHLEN: I guess my response to  
12 that is don't get ahead of yourself.

13 MR. SHAPIRO: Okay.

14 DR. BOHLEN: And hear what was said.  
15 This is the study of the physics of the field and the  
16 development of a model that allows us to evaluate  
17 transport. You did a straw man evaluation. You went  
18 and picked a number. It ain't 10 and it ain't 0. How  
19 about 0.75? Where did 0.75 come from?

20 Joe Germano did some work down in a  
21 site down in Long Island Sound, and his numbers come  
22 up looking like 0.75. There is a study in the North  
23 Sea that -- the numbers come up looking like 0.75.  
24 It's not 1 and it's not 0.25. Okay. So we used it  
25 for screening. If it was this absolutely, what would

1 we be seeing? It's the beginning of the process.

2                   The next step in this whole thing is  
3 to refine it, and that's where the model starts coming  
4 in where you really do take a look at how the sediment  
5 is responding. You give me a much more complete set  
6 of data than grain size. I want both density, bulk  
7 density, I want sediment characteristics that go  
8 beyond simple grain size, and I can then talk to you  
9 about not this particle-by-particle movement that you  
10 were looking at in this first slide, which is  
11 unrealistic given all of the sediments I have seen in  
12 Long Island Sound but on the beach. If I'm off the  
13 beach, I got gooey stuff even if it's sandy, okay?

14                   We build that into the model, and we  
15 come up with a much more accurate and quantitative  
16 evaluation of the transport potential. What you are  
17 looking at right now is just the beginning, screening.  
18 It's the beginning.

19                   MS. BROCHI: And I'm going to add to  
20 that a little bit. So this effort is to designate one  
21 or more or none disposal sites, right, dredged  
22 material disposal sites. It doesn't mean  
23 automatically that dredging will happen, that projects  
24 will go out there. That happens from the regulatory  
25 agencies on a project-by-project basis all the time so

1 we're very familiar. The Corps of Engineers are back  
2 there, the EPA. I review the projects. We're very  
3 familiar with the type of sediment in Long Island  
4 Sound and the dredging needs.

5 Now, one thing I had mentioned  
6 earlier is the DMMP effort, which is separate from  
7 this. Well, as part of that effort they collected  
8 information on dredging needs. They looked at upland  
9 disposal and other beneficial uses and alternatives.  
10 Those documents are also going to be used in this  
11 evaluation. And so whenever they're, you know -- the  
12 object is to try to use sandy materials beneficially  
13 wherever, whenever possible.

14 DR. HAY: Okay.

15 MR. SHAPIRO: Not too often.

16 MS. MCALLISTER: Abbie McAllister,  
17 Saybrook Point Marina. We're basing -- the people who  
18 are going to be basing their decisions on things like  
19 Cornfield Shoals based on your model that you  
20 completed when it seems with all the data you have we  
21 have specific data on what type of sediment has been  
22 disposed at Cornfield Shoals for the last, I don't  
23 know, 20 years --

24 DR. BOHLEN: Sure.

25 MS. MCALLISTER: -- because we have

1 all had to have that tested specifically. Couldn't  
2 you plug those exact numbers into your model so that  
3 we would get a more realistic idea of what's being put  
4 into Cornfield Shoals rather than judging it as sand?  
5 I know I'm not putting sand in Cornfield Shoal. It's  
6 a fine sediment, and that's on record with the DEP.

7 DR. BOHLEN: I'm sorry, you're not  
8 putting sand in Cornfield Shoal.

9 MS. MCALLISTER: It's a fine  
10 sediment, because we have to have it tested every time  
11 we dump there.

12 DR. BOHLEN: Well, you can get --

13 MS. MCALLISTER: Every two years we  
14 dredge.

15 DR. BOHLEN: What's the use of the  
16 Cornfield Shoals area? George?

17 MR. WISKER: Cornfield is a  
18 dispersive site.

19 DR. BOHLEN: And what's the major  
20 source of the material that goes into Cornfield Shoals  
21 historically?

22 MR. WISKER: Connecticut River.

23 DR. BOHLEN: Connecticut River  
24 sediment.

25 MS. MCALLISTER: We're not putting



1 sand --

2 DR. BOHLEN: I know you are not  
3 putting sand, George.

4 MR. WISKER: It's not always sand.

5 MS. MCALLISTER: We know exactly  
6 what has been put there. Couldn't we use those  
7 (inaudible)? Wouldn't that give us a better idea of  
8 just --

9 DR. BOHLEN: And we can also look at  
10 the mounds at New London the same way and the mounds  
11 at central Long Island Sound the same.

12 MS. MCALLISTER: We have done so  
13 much research it would seem that it would be easy to  
14 pull that into this whole thing.

15 DR. BOHLEN: I forgot to tell you 45  
16 years. Did I tell you that?

17 MS. MCALLISTER: I believe it. I'm  
18 just saying it seems like you have taken such detail  
19 with everything else that it would be not that much  
20 more difficult to use what's been approved for that in  
21 the past.

22 DR. BOHLEN: And we are and we are.

23 DR. HAY: Yes?

24 MR. MCGUGAN: Hi, Christian McGugan,  
25 Gwenmor Marina and Gwenmor Marine Contracting. One

1    thing I was wondering -- I think this kind of speaks  
2    to what Bill Spicer was talking about -- are any of  
3    these proposed sites outside, because I don't even  
4    know what the delineation is between a coastal zone  
5    management area and a non-coastal zone management  
6    area?

7                           And the reason I ask are any of  
8    these sites outside of the coastal zone management,  
9    because I think the fear is that the recent trend of  
10   DOS objecting to all the projects in southeastern  
11   Connecticut, because Bill's was the first, and we have  
12   heard the storms coming, and it seemed like it's  
13   coming. They used to just sit on their comment for  
14   180 days and then Army Corps would assume consistency  
15   issue of the permit.

16                          Well, things they seem to have  
17   changed starting with Bill, and like I said we have  
18   heard the rumblings that this is coming. So  
19   effectively what they have done for private projects  
20   is shut down the New London dump site, okay? Now, I'm  
21   a dredge contractor. I have projects on the  
22   Connecticut River including Abbie's.

23                          I was telling her today next time  
24   she dredges, Saybrook Point Inn dredges, you probably  
25   are going to have to go to Central, because New York

1 is going to object. So I guess the fear is that you  
2 guys do all this hard work and come up with this new  
3 site or these new sites, and we say hooray. We have a  
4 place to go.

5                   We apply for our permits to dredge,  
6 and New York can still just object, and that sets off  
7 an appeal process and a legal process that no small  
8 marina operator can bear, and no small marina operator  
9 can bear to go to central Long Island with their  
10 spoils, and I have been to some of those dredge  
11 management meetings, but I can barely stomach it as a  
12 dredge contractor, which I'm sure Jeff knows as well.

13                   When they talk about alternative  
14 disposal methods, I mean, there is electric cars  
15 invented in the '50s, but we're still filling up with  
16 gasoline. That's the best analogy I can make. So as  
17 far as the affordability of getting rid of dredge  
18 spoils in these other crazy ways that I have heard,  
19 it's just not reality.

20                   So anyway, I think that's the fear.  
21 So are any of the proposed sites -- is there anyone in  
22 this room from Army Corps? Are they all going to be  
23 within the coastal zone management, and this could all  
24 just be --

25                   MS. BROCHI: So the zone site of

1 feasibility includes those sites. The 11 sites are  
2 all within the coastal zone management consistency and  
3 that's Connecticut and New York. So either Mike or  
4 George, if you have any specific information? To my  
5 knowledge there is no -- you know, there is no yardage  
6 or mileage that, you know, gives you preference to  
7 being able to object or not. It's whether it's  
8 abutting and whether it's in danger.

9 MR. WISKER: I think what we're  
10 getting is within Long Island Sound it's either, you  
11 know, they're all territorial waters of one or the  
12 other state. Boundary lines match. An example of  
13 where you might be outside of the coastal zone is say  
14 Rhode Island where you got far enough off into the  
15 territorial seas beyond the state territorial limits.  
16 Then -- and that may be where it would apply. You  
17 would have to go quite a ways off shore, open water.

18 MR. CAREY: You have to get away  
19 from Rhode Island's territory.

20 MR. WISKER: That's what I'm saying.  
21 You have to go out and hang a right. So that would be  
22 the one way you would avoid, because under the Federal  
23 consistency laws the two states within Long Island  
24 Sound if there is a reasonable, foreseeable effect of  
25 a project in one state on another, that other state

1 has the right to remove that for consistency with that  
2 program.

3 MS. BROCHI: Thank you.

4 MS. MCKENZIE: Tracey McKenzie  
5 again. Just to follow up the question with you,  
6 George, because the New London disposal site now, a  
7 corner of it, the boundary of New York and Connecticut  
8 goes right through, I think, like the lower third  
9 corner of --

10 MR. WISKER: Southeastern.

11 MS. MCKENZIE: Southeastern corner  
12 of it. If the site was shifted so it's not on the  
13 boundary line, New York would still be able to comment  
14 on the coastal action that Connecticut DEEP takes.

15 MR. WISKER: Right.

16 MS. MCKENZIE: I just want -- that's  
17 all.

18 DR. HAY: Tracey, what is your  
19 affiliation.

20 MS. MCKENZIE: U.S. Navy Subbase,  
21 New London.

22 MS. BROCHI: Does that answer your  
23 question?

24

25 MR. MCGUGAN: Just for the record,

1 to go to New London for Bill Spicer, the cost for him  
2 to try to go to Central with the same material,  
3 because I was his dredge contractor, and I'm not here  
4 because I'm sore about not dredging this job. It's a  
5 much bigger issue to me. The difference between going  
6 to New London or going to Central with this stuff is  
7 more than double the cost for a marina operator.

8                               So it's going to be a huge burden on  
9 the marinas in southeastern Connecticut, and the  
10 Connecticut River is like coming. So I guess  
11 somehow --

12                           DR. BOHLEN: When you say cost, you  
13 are including all factors in the cost. It isn't just  
14 dollars.

15                           MR. MCGUGAN: Right. Well, I have  
16 actually done --

17                           DR. BOHLEN: Is that right --

18                           MR. MCGUGAN: We have done trips.  
19 Ron, he couldn't because (inaudible) is too shallow.  
20 So we did a couple loads and tried to be as nice as I  
21 could, but, man, it's a long trip. It's 24, 26-hour  
22 cycle to get out to New Haven and back. So it's just  
23 -- that's the economics of it. It's just like, you  
24 know, you are digging with a wheelbarrow in your yard.  
25 You are going right there, and you are going to your

1 neighbor's house. It's just --

2 MS. BROCHI: All of the regulatory  
3 agencies and cooperative agencies understand the  
4 economic impact, but the State doesn't.

5 MR. MCGUGAN: Well, I think New York  
6 and Connecticut needs to get along or -- maybe  
7 Connecticut needs to understand what is acceptable.

8 DR. HAY: So it's 5 o'clock. We  
9 started five minutes late so let's allow for five more  
10 minutes, so maybe two more comments that are burning.  
11 Sir?

12 MR. SHAPIRO: My name is Chris  
13 Shapiro from Cedar Island Marina. Is just hasn't --  
14 maybe there is an answer to this, but it hasn't been  
15 entirely clear to me. You say, you know, in the  
16 calculations, you know, there is going to be a lot of  
17 variables, you know, such as economic, you know,  
18 commercial, that type of thing. Who on your team is  
19 going to be considering those variables?

20 MS. BROCHI: Well, there is  
21 individual people at EPA as well as the Corps of  
22 Engineers and all --

23 MR. SHAPIRO: Well, you guys are  
24 scientists. Who from the business side is going to be  
25 considering this? I mean, surely, you know, I'm not

1 going to get up here, you know, and talk about, you  
2 know, the displacement or anything like that. So how  
3 can you guys talk about business?

4 MS. BROCHI: You will have an  
5 opportunity to comment about --

6 MR. SHAPIRO: No, no. Who on your  
7 who is actually putting together the actual  
8 recommendations?

9 MS. BROCHI: Yeah, well, so the  
10 recommendations come from the agency and the  
11 cooperative agencies, but the working group that was  
12 set up for the DMMP has nonregulatory and nonagency  
13 specific focus on it that we're going to tap into as  
14 well.

15 MR. SHAPIRO: So there are people  
16 from the business side, too.

17 MS. BROCHI: Yeah.

18 MR. SHAPIRO: Obviously this is very  
19 important, you know, but there obviously needs to be  
20 some professionals, you know, that understand, you  
21 know, the economic, you know, impacts. I know that  
22 you guys are probably very smart, but there needs to  
23 be professionals, you know.

24 DR. HAY: We have an economist on  
25 board as well.



1 MR. SHAPIRO: Can you give me their  
2 names?

3 COURT REPORTER: I'm sorry?

4 DR. HAY: Ben Lieberman.

5 MR. SHAPIRO: Ben Lieberman?

6 MS. BROCHI: So on the working  
7 group, Mark, do you know when the next working group  
8 of the DMMP would be established or --

9 MR. HABEL: Probably about the time  
10 we publish the draft of the DMMP.

11 MS. BROCHI: So Mike Keegan would be  
12 the contact.

13 MR. SHAPIRO: Okay. I'd just like  
14 to ask --

15 DR. BOHLEN: Did I hear -- Jean, you  
16 said after the DMMP or after --

17 MS. BROCHI: No, the Dredge Material  
18 Management Plan.

19 DR. BOHLEN: What's the date for the  
20 release of the Dredge Material Management Plan?

21 MR. HABEL: It will be sometime in  
22 the spring.

23 MR. JOHNSON: Of 2015?

24 MR. HABEL: Yes.

25 DR. BOHLEN: I know there was some

1 questions on that that had been circulating.

2 DR. HAY: One final question?

3 Comments? Okay. Thank you all for coming. Have a  
4 great afternoon.

5 (Whereupon, this hearing was

6 concluded at 5:10 p.m.)

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21 CERTIFICATE OF REPORTER

22 I, Jacqueline V. McCauley, a Notary Public

23 duly commissioned and qualified in and for the State

24 of Connecticut, do hereby certify that the

25 Supplemental Environmental Impact Statement(SEIS) to

1 Evaluate the Potential Designation of One or More  
2 Dredged Material Disposal Site(s) in Eastern Long  
3 Island Sound hearing was taken on December 9, 2014 at  
4 3:08 p.m., and reduced to writing under my  
5 supervision; that this hearing is a true record of the  
6 testimony given during the hearing.

7 I further certify that I am neither attorney  
8 nor counsel for, nor related to, nor employed by any  
9 of the parties to the action in which this hearing is  
10 taken, and further, that I am not a relative or  
11 employee of any attorney or counsel employed by the  
12 parties hereto, or financially interested in the  
13 action.

14 IN WITNESS WHEREOF, I have hereunto set my hand  
15 and affixed my seal this 18th day of December, 2014.

16

17 Jacqueline V. McCauley

18 Notary Public

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20 My Commission expires: 12/31/2017

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